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Culture of peace

Consolidated report containing a draft declaration and programme of action on a culture of peace

Note by the Secretary-General

1. The General Assembly, in paragraph 4 of its resolution 52/13 of 20 November 1997, requested the Secretary-General, in coordination with the Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and taking into account the debate in the General Assembly, the specific suggestions of Member States and the comments, if any, of member States in the General Conference of the United Nations Educational, Scientific and Cultural Organization at its twenty-ninth session, to submit a consolidated report containing a draft declaration and programme of action on a culture of peace to the Assembly at its fifty-third session.

2. The Secretary-General has the honour to transmit to the General Assembly the consolidated report prepared in accordance with the resolution. The proposals and suggestions contained in the report are the result of extensive consultations conducted by the Director-General of UNESCO with entities of the United Nations system, including the relevant executive committees, as well as interested specialized agencies and other organizations. The Secretary-General, in coordination with the Director-General of UNESCO, will pursue inter-agency consultations on the follow-up actions to be taken within the system at the next session of the Administrative Committee on Coordination, to be held in October 1998.

* A/53/150.

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Annex

Consolidated report containing a draft declaration and programme of action on a culture of peace

Summary

The Director-General submits this report in conformity with decision 8.5 (i) taken by the Executive Board at its 154th session. By resolution 52/13, the General Assembly had requested the Secretary-General of the United Nations, in coordination with the Director-General, to submit to it a consolidated report, containing a draft declaration and programme of action on a culture of peace, at its fifty-third session.

In preparing this report, observations and suggestions made by Members of the Executive Board on the document "Preliminary Consolidated Report to the United Nations on a Culture of Peace" (154 EX/42) during the 154th session of the Executive Board have been taken into account. The draft report is based, *inter alia,* on the contributions from organizations of the United Nations system and other international organizations which the Director-General consulted, as well as from United Nations departments, funds and programmes.

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I. INTRODUCTION: PROMOTING A CULTURE OF PEACE AS A CHALLENGE FOR THE UNITED NATIONS SYSTEM

1. This report is submitted in response to General Assembly resolution 52/13, which requests the Secretary-General, in coordination with the Director-General of UNESCO to submit a consolidated report containing a draft declaration and programme of action on a culture of peace. This report builds upon the previous report submitted to the General Assembly (A/52/292) and upon inputs from numerous entities of the United Nations system and other international organizations [1].

2. The United Nations is challenged to take up with renewed commitment and resources its fundamental task - to save future generations from the scourge of war [2]. This task requires transforming not only the institutional structures and manifestations of war, but also its deep cultural roots, the culture of violence and war, into a culture of peace and non-violence.

3. The transition from the culture of war to a culture of peace, initially taken up as a priority by UNESCO [3], has now been taken up by the United Nations as well. A culture of peace 'consists of values, attitudes and behaviours that reflect and inspire social interaction and sharing, based on the principles of freedom, justice and democracy, all human rights, tolerance and solidarity, that reject violence, endeavour to prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation and that guarantee the full exercise of all rights and the means to participate fully in the development process of their society' [4].

4. Violence is not inevitable [5]. Rather than intervening in violent conflicts after they have erupted and then engaging in post-conflict peace-building, it is more humane and more efficient to prevent such violence in the first place by addressing its roots - this is the essence of a culture of peace approach.

5. The challenge of promoting a culture of peace is so broad and far-reaching that it can only be met if it becomes a priority for the entire United Nations system. This is a process that is already under way. The creation of the United Nations system based upon universally shared values and goals has been per se a major act of a culture of peace. The international instruments adopted under its auspices and the declarations and action plans of its recent world conferences reflect the development and deepening of commonly shared norms, values and aims which may be considered as the core of the evolving concept of a culture of peace.

6. These norms, values and aims constitute the basis of a global ethics and show that fundamentally many of the most important values are common to all great moral traditions and that there is no sharp cleavage between values of various groups of countries, between the North and the South, the East and the West. The promotion of a culture of peace provides a common task, which can foster an atmosphere of true equality and unity among the Member States. This is a challenge to which every nation, large or small, is equally rich in the contributions it can make. Similarly, the attainment of a culture of peace will benefit every nation and its people without diminishing any other.

7. In a rapidly and deeply changing world characterized by the growing importance of ethical issues, a culture of peace provides future generations with values that can help them to shape their destiny and actively participate in constructing a more just, humane, free and prosperous society and a more peaceful world. The General Assembly, in proclaiming the Year 2000, at the turn of the millennium, as the International Year for the Culture of Peace,

has recognized the importance of mobilizing public opinion for a culture of peace. The Assembly has also envisaged a central role for the United Nations system in its realization [6].

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8. In the following report, the draft declaration and draft programme of action are placed first since they will be the subject of decision by the General Assembly. They are followed by a significantly enlarged report which contains not only reference to the previous decisions in this regard by the General Assembly and to the actions undertaken by UNESCO for a culture of peace, but in addition, a section which reflects the proposals for the programme of action which have been received from the United Nations system and other international organizations.

II. DRAFT DECLARATION ON A CULTURE OF PEACE

The General Assembly,

Recalling the United Nations Charter which proclaims: 'We the peoples of the United Nations determined to save succeeding generations from the scourge of war, ... to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, ... to promote social progress and better standards of life in larger freedom, ... to practice tolerance and live together in peace with one another as good neighbours' [2],

Recalling the Constitution of UNESCO which states that 'since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed' [7],

Recalling also the Universal Declaration of Human Rights and relevant international instruments of the United Nations and UNESCO [8],

Recognizing that the end of the cold war has opened new perspectives for international peace and security, and for furthering respect for human rights and democratic principles both in international relations and within nations,

Expressing deep concern about the persistence and proliferation of violence and armed conflicts in various parts of the world,

Considering that peace is not simply the absence of conflict, but a positive, dynamic, participatory process linked intrinsically to democratic principles and development for all, by which differences are respected, dialogue encouraged and conflicts constantly transformed by non-violent means into new understanding and co-operation,

Considering that the task of abolishing war requires transforming not only its institutional structures and manifestations, but also its deep cultural roots,

Solemnly proclaims this *Declaration on a Culture of Peace* to the end that governments, authorities, educational, cultural and other institutions, non-governmental organizations and civil society as a whole may be guided constantly in their activity by its provisions and promote a global movement for a speedy transition from a culture of war and violence to a culture of peace and non-violence in the new millennium.

Meaning and significance of a culture of peace

Article 1. A culture of peace is the set of values, attitudes, traditions, modes of behaviour and ways of life that reflect and inspire:

- respect for life and for all human rights;
- rejection of violence in all its forms and commitment to the prevention of violent conflicts by tackling their root causes through dialogue and negotiation;
- commitment to full participation in the process of equitably meeting the developmental and environmental needs of present and future generations;
- promotion of the equal rights and opportunities of women and men;

- recognition of the rights of everyone to freedom of expression, opinion and information;

- devotion to the principles of freedom, justice, democracy, tolerance, solidarity, co-operation, pluralism, cultural diversity, dialogue and understanding between nations, between ethnic, religious, cultural and other groups, and between individuals.

Article 2. A culture of peace is a process of individual, collective and institutional transformation. It grows out of beliefs and actions of the people themselves and develops in each country within its specific historical, sociocultural and economic context. A key is the transformation of violent competition into co-operation based on the sharing of values and goals. In particular, it requires that conflicting parties work together to achieve objectives of common interest at all levels, including the development process.

Article 3. A culture of peace aims at:

- transforming values, attitudes and behaviours to those which promote a culture of peace and non-violence;

- empowering people at all levels with skills of dialogue, mediation, consensus-building;

- overcoming authoritarian structures, and exploitation through democratic participation and the empowerment of people to fully participate in the development process;

- eliminating poverty and sharp inequalities within and between the nations, and promoting participatory, sustainable human development;

- the political and economic empowerment of women and their equal representation at every level of decision-making;

- supporting the free flow of information and widening transparency and accountability in governance and in economic and social decision-making;

- advancing understanding, tolerance and solidarity among all peoples and thereby celebrating cultural diversity. Each nation, being rich in traditions and values, has much to contribute to and much to gain from the promotion of a culture of peace.

Major fields and main actors for promoting a culture of peace

Article 4. Constructing a culture of peace requires comprehensive educational, social and civic action. It addresses people of all ages. It is an open-minded, global strategy to make a culture of peace take root in people's hearts and minds.

Article 5. The state, having prime responsibility for ensuring respect and protection of human rights and fundamental freedoms, has an essential role in establishing and consolidating, in co-operation with all partners of civil society, the conditions and prerequisites for the development of a culture of peace.

Article 6. Education is the principal means to build a culture of peace. Every aspect of education should be mobilized towards this end.

Article 7. Civil society needs to be fully engaged to promote democratic principles and harmony between society, the individual and the environment.

Article 8. The media, in addition to their powerful educative role, play a decisive role in ensuring the exercise of freedom of opinion, expression and information.

Article 9. A primary role belongs to those whose activity has a direct impact on the mind. These are, in particular, political leaders, members of government, of parliament and of other elected bodies, teachers, journalists; the intellectual community, the family, religious leaders; managers at various levels; non-governmental organizations. Partnerships between them considerably increase their effectiveness.

Article 10. Those engaged in scientific, philosophical and creative activity have a special role to play in promoting the dynamic development and sharing of knowledge, research and artistic production which foster a culture of peace.

Article 11. The strengthening of the capacity of the United Nations system to promote a culture of peace in the world would constitute a major dimension of its reform, which is currently under way.

III. DRAFT PROGRAMME OF ACTION ON A CULTURE OF PEACE

The General Assembly,

To put into practice the values, attitudes, traditions, modes of behaviour and ways of life enunciated in the Declaration on a Culture of Peace, adopts the following programme of action at the national, regional and international level:

A. Aims and strategies

1. This programme of action aims to:

- provide a conceptual framework which can increase the synergy and effectiveness of the United Nations system and other international and regional organizations for the building of a culture of peace, which would contribute to the prevention of violent conflict;

- link the activities for the building of a culture of peace to other priority activities of the international community, including those pertaining to human rights, democracy, development, equality of women, tolerance and the free flow of information so that they contribute in an integrated way to the transformation from a culture of war and violence to a culture of peace and non-violence;

- integrate the foregoing with actions for international peace and security, including the prevention of violent conflict;

- mobilize through the International Year for the Culture of Peace, at the turn of the millennium, for a global movement engaging individuals and institutions at all levels and in all regions in the transformation of values, attitudes and behaviours to those of a culture of peace and non-violence.

2. The integrated and synergistic coordination of activities for the promotion of a culture of peace by the United Nations system and other international and regional organizations requires the development of a *comprehensive strategy* with a timetable and a monitoring system. UNESCO is prepared to continue playing its role as the intellectual catalyst of this process, particularly through the Administrative Committee on Coordination.

3. Member States are encouraged to establish their own *strategies for national action* complementary to this programme of action.

4. In order to promote a *global movement*, partnerships for a culture of peace should be increased and strengthened between the United Nations and the Member States with various intergovernmental, governmental and non-governmental organizations, including educators, artists, journalists, parliaments, mayors and local authorities, armed forces, religious communities, and organizations of youth and women.

5. The strategy should include the *mobilization of resources* for this programme of action, including an extrabudgetary and voluntary fund whereby governmental and private agencies can provide financial support for its implementation.

B. Specific actions to promote a culture of peace, to be undertaken at the national, regional and international levels

6. Actions to promote respect for human rights:

- Renewed efforts for the implementation and co-ordination of actions recommended by the World Conference on Human Rights (Vienna, 1993) and the International Congress on Education for Human Rights and Democracy (Montreal, 1993) in the framework of the United Nations Decade for Human Rights Education (1995-2004) and its mid-term global evaluation;

- Development of national plans of action for human rights, along the guidelines developed by the Decade for Human Rights Education, as well as regional and local programmes;

- Further elaboration and realization of the right to development;

- Further reflection on the human right to peace;

- Support to the institution and networking of ombudsmen and commissioners for human rights and a culture of peace.

7. Actions to develop education, training and research for peace and non-violence:

- Development of a global campaign of education and training which empowers people at all levels with the peacemaking skills of dialogue, mediation, conflict transformation, consensus-building, co-operation and non-violent social change;

- Systematic revision of educational curricula, including textbooks, according to the recommendations of the 1995 Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy and extending it to include the learning of culture of peace behaviours through practical activities;

- Renewed commitment to equality of access for women and girls to quality education;

- Special support for training in mediation and conflict resolution in educational institutions located in areas of significant inter-group conflict;

- Expansion of initiatives in institutions of higher education for the teaching and involvement in a global movement for a culture of peace, including those of the United Nations University, the University of Peace (Costa Rica) and the UNITWIN/UNESCO Chairs Programme;

- Establishment of local and regional training centres for conflict transformation within the framework of existing offices of the United Nations system;

- Further elaboration of objective research and evaluation of the practices and policies undertaken to promote a culture of peace and to prevent violence such as those of the World Health Organization.

8. Actions to implement sustainable human development for all:

- Commitment to coherent and comprehensive actions for the eradication of poverty by the international community and all other development actors;
- Strengthening the capacity for implementation of policies and programmes designed to reduce sharp economic inequalities among nations and peoples;
- Systematic efforts to ensure that development projects involve the full participation of all affected social groups;
- Development assistance in post-conflict peace-building situations which promotes reconciliation by engaging those who have been in conflict in the collective planning, implementation and evaluation of projects which can be of benefit to all;
- Integration of the dimension of conflict management into the development paradigm by analysing development strategies and projects with regard to their implications on potential conflict and by giving priority to components which provide capacity-building in dispute resolution;
- Special efforts to ensure that no one is excluded from the development process;
- Systematic gender perspective on development which gives priority to actions that empower women and girls;
- Capacity-building in all development strategies and projects for environmental sustainability, including specific programmes to preserve and regenerate the natural resource base;
- Development of participatory processes to implement the plan of action of the World Food Summit and other actions to promote food security.

9. Actions to foster democratic participation:

- Reinforcement of the full range of actions to promote a culture of democracy;
- Special emphasis on education for democratic citizenship in the curricula at all levels of formal as well as informal and non-formal education;
- Priority within development assistance to the establishment and strengthening of institutions and processes that stimulate and sustain the democratic process;
- Systematic training and capacity-building in dispute resolution for public officials as an important component of development assistance, with a focus on supporting indigenous mechanisms which contribute to democratic participation;
- Orientation of electoral assistance towards long-term development of endogenous capacity for the entire democratic process;
- Increased transparency and public participation in the defence of democracy against corruption, terrorism and the traffic in illicit drugs;

- Reform of management practices to encompass a 'culture of management' that corresponds to the principles of a culture of peace;

- Research on experiences of national truth and reconciliation commissions, so as to draw lessons for reconciliation through social justice.

10. Actions to ensure equality between women and men:

- Implementation of the Platform for Action of the Fourth World Conference on Women with adequate resources and political will, including the elaboration and implementation of national action plans;

- Support to women's initiatives for peace and concrete measures to promote parity between women and men in economic and political decision-making;

- Development of a global campaign to raise awareness and educate communities on the need to support victims and to end violence against women, both in the domestic context and during armed conflicts;

- Systematic research and training to address gender-related factors that thwart or inspire the development of a culture of peace;

- Substantial support for women's participation in the media, including the establishment and maintenance of women's media networks, as well as the revision of teaching materials that improve the self-image, lives and work opportunities of girls.

11. Actions to support participatory communication and the free flow and sharing of information and knowledge:

- Development of a systematic media strategy involving United Nations, regional and national efforts, for education for a culture of peace and non-violence which provides a forum for the exchange of ideas and experiences;

- Support to open, two-way mass communication systems which enable communities to express their needs and participate in decision-making;

- Support to independent media, including a priority for those in situations of violent conflict;

- Development and implementation of initiatives to defend freedom of the press and freedom of communication;

- Study and implementation of effective measures to promote transparency in governance and economic decision-making;

- Measures to address the problem of excessive violence in the media through research and support for self-regulation, positive media productions and media space for non-violent self-expression by young people;

- Increased efforts to promote the sharing of scientific and technical information.

12. Actions to advance understanding, tolerance, solidarity among all peoples and cultures:

- Implementation of the follow-up Plan of Action for the United Nations Year of Tolerance (1995);
- Study and support of traditional peacemaking practices and their incorporation as an essential component of all peace-building and development activities;
- Extensive encouragement and support of artists and craftspeople as peace promoters;
- Review and strengthening of targets of the International Decade for Indigenous Peoples;
- Support to actions that foster tolerance and solidarity with refugees and displaced persons such as those of the United Nations High Commissioner for Refugees and the International Organization for Migration;
- Dedicated use of new technologies to promote increased understanding and co-operation among all peoples.

13. Co-ordination with actions for international peace and security:

- Linkage of actions for a culture of peace with preventive diplomacy and early warning measures as part of an overall preventive peace-building strategy;
- Linkage of actions for a culture of peace with disarmament, including disarmament measures aimed at small arms, light weapons and ammunition, as well as land mines;
- Strengthening of military conversion efforts, including provisions for the participation by civil society, as a significant contribution to a culture of peace;
- Systematic training in techniques for the understanding, prevention and resolution of conflict for the staff of the United Nations, regional organizations, and Member States, including those in key positions of responsibility for peacemaking and preventive diplomacy;
- Inclusion in negotiated peace settlements of agreed measures to establish participatory political, economic and social systems, including national culture of peace programmes in which the conflicting parties agree to work together in the design, implementation and evaluation of development projects;
- Advocacy measures to increase the numbers of women engaged in peace-building activities and fact-finding missions for preventive diplomacy.

C. The International Year for the Culture of Peace

14. The International Year for the Culture of Peace, 2000, may serve as the occasion to launch the initiatives in this programme of action and as a means to engage people at all levels in a common endeavour towards a global movement for a culture of peace. Its objectives include strengthening of respect for cultural diversity and promotion of tolerance, solidarity, co-operation, dialogue and reconciliation. Specific activities that are proposed include:

- Establishment and implementation of national action plans, partnerships and institutional forms which promote the objectives of the International Year;

- Association of the Year with regional and international activities that underline the priorities of peace, development and democracy and the central role of the United Nations system in promoting a culture of peace, including close association with United Nations activities for the millennium;

- Support for special initiatives that celebrate and reinforce cultural diversity and recognize all humanity as one in spirit;

- Mobilization of public opinion to promote a culture of peace;

- Establishment of a global system of communication and information exchange concerning activities and media productions that reflect and promote the values of a culture of peace;

- Measures to ensure a synergy between the International Year for the Culture of Peace, 2000, and the International Year of Volunteers, 2001.

IV. CONSOLIDATED REPORT ON A CULTURE OF PEACE

1. The transition from the culture of war to a culture of peace was taken up as a priority by the General Conference of UNESCO at its 28th session in 1995. Having considered the initial experiences of the Culture of Peace Programme which it had established in 1993, the General Conference declared that this transition was the greatest challenge facing the world at the end of the twentieth century and dedicated UNESCO's Medium-Term Strategy for 1996-2001 to its promotion [3]. This was seen as the contemporary expression of the Constitutional mandate of UNESCO which declares that peace requires more than political and economic arrangements of governments; peace must be founded upon the intellectual and moral solidarity of humankind [7].

2. In December 1995, the United Nations General Assembly placed a culture of peace on its agenda for the first time by adopting resolution 50/173, welcoming with appreciation the resolution concerning a culture of peace recently adopted by the UNESCO General Conference. It requested the Secretary-General, in consultation with the Director-General of UNESCO, to report to its fifty-first session regarding progress of educational activities in the framework of the interdisciplinary project entitled 'Towards a culture of peace'. Further, having received and welcomed the said report, the fifty-first session of the General Assembly in resolution 51/101 requested the Secretary-General, in co-ordination with the Director-General of UNESCO, to report to its fifty-second session on the progress of educational activities within the framework of the transdisciplinary project entitled 'Towards a culture of peace', including the preparation of elements for a draft provisional declaration and programme of action on a culture of peace.

3. The UNESCO transdisciplinary project, 'Towards a culture of peace', was revised and strengthened by the General Conference at its 29th session in October 1997. The framework of this project has three main lines of activity: (1) education and training for peace, human rights, democracy, tolerance and international understanding, including elaboration and dissemination of teaching materials and pedagogical aids in different languages; (2) policy-oriented research, advocacy action, and exchange and dissemination of information; and (3) capacity-building and technical support for national, subregional, regional and international projects.

4. Having received the elements for a draft provisional declaration and programme of action on a culture of peace (A52/292), the fifty-second session of the United Nations General Assembly, in November 1997, requested the Secretary-General, in co-ordination with the Director-General of UNESCO, to submit a consolidated report containing a draft declaration and programme of action on a culture of peace to the General Assembly at its fifty-third session, which is the origin of the present document.

5. The present report, as requested by General Assembly resolution 52/13, describes only those actions taken under the UNESCO transdisciplinary project, 'Towards a culture of peace'. However, numerous other activities and projects of the United Nations system and other organizations are contributing to the promotion of a culture of peace without having been designed or designated as such. By identifying and implementing them as contributing to a culture of peace, their impact and synergy may be strengthened. It is in this light that the concluding section of this report includes the proposals for the programme of action received from the United Nations system and other international organizations.

6. The development of the concept of the culture of peace, therefore, has both theoretical and practical value. It provides a conceptual framework that emphasizes the importance of addressing the deep cultural roots of war and violence, and it constitutes the basis for a

coherent strategy for a transformation to a culture of peace and non-violence. In this respect, the present report, including a draft declaration and programme of action on a culture of peace, may represent a significant step in the building of a global United Nations strategy of articulated, mutually reinforcing actions for the building of a culture of peace and for the prevention of violent conflict.

A. The basic principles of education for peace, human rights, democracy, international understanding and tolerance

7. Reflecting its fundamental purpose, to construct the defences of peace in the minds of men and women, a culture of peace requires that education be the principal means of accomplishing this task. This includes not only formal education in schools, but also informal and non-formal education in the full range of social institutions, including the family and the media. As expressed in the report to UNESCO by the International Commission on Education for the Twenty-first Century, the goal is learning to live together [9]. Furthermore, as the World Commission on Culture and Development reported to UNESCO, it is through culture that we can develop diverse and peaceful ways of living together [10].

8. These basic principles have been established over the years in a number of standard-setting instruments, declarations and action plans. These include: the Universal Declaration of Human Rights (Paris, 1948); the Convention against Discrimination in Education (Paris, 1960); the Recommendation concerning Education for International Understanding, Co-operation and Peace, and Education relating to Human Rights and Fundamental Freedoms (Paris, 1974); the World Plan of Action on Education for Human Rights and Democracy (Montreal, 1993); the Declaration and Programme of Action of the World Conference on Human Rights (Vienna, 1993); the Declaration and the Integrated Framework of Action on Education for Peace, Human Rights and Democracy (Paris, 1995); and the Plan of Action for the United Nations Decade for Human Rights Education (1995-2004). Implementation of these action plans is the subject of UNESCO's Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance.

9. The Declaration and Platform for Action of the Fourth World Conference on Women (Beijing, 1995) and the System-Wide Medium-Term Plan for its follow-up have emphasized women's 'contribution to fostering a culture of peace' [11] and recognized that persisting gender inequalities must be overcome in order to achieve a culture of peace. The UNESCO Statement on Women's Contribution to a Culture of Peace, launched at the Fourth World Conference on Women, was recognized by the General Conference of UNESCO at its 28th session as a basic text to guide the conception and implementation of activities relating to women and peace [12]. The Statement is being endorsed and used in a wide variety of contexts, and a programme on women and a culture of peace has been established.

B. Actions by UNESCO at the global level

10. At the global level, UNESCO continues to publish and disseminate educational and reference materials in many languages, which promote human rights, equality, democracy and intercultural understanding. An updated list may be found in Appendix 1 of this report.

11. Special attention is given to the role of textbooks and other teaching materials for a culture of peace. Accumulated experiences in textbook research and revision have recently been reviewed in a guidebook issued by the Georg-Eckert Institute (Germany), and activities are being carried out in many regions. In Seoul (Republic of Korea) in September 1997, a number of National Commissions for UNESCO took part in a forum on history textbooks for the twenty-first century. In the Middle East, a study has been carried out on 'The narrative of

the Palestinian refugees in Israeli and Palestinian history and civic textbooks'. Other studies are being planned on primary and secondary textbooks used in the Balkan countries. The history of Latin America will be presented in terms more conducive to a culture of peace as a result of a series of meetings and initiatives: Rio de Janeiro, September 1996; Cartagena, November 1996; and subregional meetings with editors and publishers of history textbooks and the Government of Colombia, in collaboration with the Andean Pact and the Andrés Bello Commission.

12. In order to promote intercultural understanding, UNESCO has been producing a multi-volume series of history books, which shed light on human development in its full complexity. These books show that history is more than battles and conquests. Titles include the *History of Mankind, General History of Africa, History of the Civilizations of Central Asia, Aspects of Islamic Cultures, General History of Latin America, History of the Caribbean* and *Contribution of Arab Civilizations to Latin American Culture via the Iberian Peninsula*.

13. Special projects on education for human rights and democracy, funded by DANIDA, are currently taking place in Central America (Costa Rica, Guatemala, Honduras, Nicaragua, El Salvador and Panama) and in southern Africa (Mozambique, Namibia and Zimbabwe). They focus on the production of learning materials, both at formal and non-formal levels, and the training of educators.

14. The UNESCO Associated Schools Project (ASP) Network continues to grow: as of March 1998 some 4,700 institutions, in 147 countries were participating, and they are beginning to be linked via an electronic network. ASP schools take part in a number of regional and thematic projects including: the Western Mediterranean Sea project; an ASP Partnership Solidarity Twinning project; a world campaign on 'Future Scientists - Women and Men'; the UNESCO Slave Route project (with the assistance of the Norwegian National Commission for UNESCO). Seven subregional culture of peace festivals for children took place in 1995 in Cook Islands, Costa Rica, Greece, Grenada, Jordan, Thailand and Zimbabwe. As a result of these festivals, ASP has prepared a 'Peace Pack' with a wide variety of illustrated educational resource materials for primary-school classroom activities which has been requested by more than 70 Member States. Many ASP schools are taking part in the Second Worldwide Project Day of Solidarity in Favour of Human Rights.

15. Peace is promoted through activities, which support multilingual education, carried out by the LINGUAPAX and LINGUAUNI university networks in partnership with the UNESCO Chair in linguistics at Mons, Belgium and the UNESCO Centre in Catalunya (Spain). Among the projects of the networks are the promotion of the national language Khmer in Cambodia (in co-operation with the European Union), English language teaching in the Libyan Arab Jamahiriya, and bilingual education in Latin America.

16. At the university level, UNESCO Chairs in human rights, democracy and culture of peace promote an integrated system of research, training and information activities and facilitate subregional and regional co-operation. Chairs have now been established in more than 30 countries of Africa, Europe, the Arab States and Latin America. A meeting of the network of UNESCO Chairs organized in co-operation with the European University Centre for Peace Studies, Stadtschlaining, Austria (23-26 April 1998) adopted a 'Statement on the Role of UNESCO Chairs in the Promotion of a Culture of Peace'. A network of UNESCO Chairs in freedom of expression is also being created. In Nicaragua, the quarterly magazine, *Culture of Peace*, published by the Polytechnic University, is an example of how academic institutions can widely propagate the ideals and actions against violence and its root causes.

17. As part of the celebrations of the fiftieth anniversary of the Universal Declaration of Human Rights in 1998, UNESCO's plan of action emphasizes the mobilization of the Organization and its partners and focuses efforts on educational and awareness-raising activities. Planning for this celebration was high on the agenda of meetings in March 1997 and March 1998 of more than 50 human rights institutes and UNESCO Chairs in education for human rights, democracy and peace. The meetings also discussed implementation at a national level of the United Nations Decade for Human Rights Education (1995-2004) and its international co-ordination by the High Commissioner for Human Rights. A regional conference on human rights education in Europe held in Finland, September 1997, recommended a European implementation strategy, and similar conferences are planned for other regions.

18. The 1996 UNESCO Prize for Human Rights Education was awarded to Mr Jean-Bertrand Aristide, former President of the Republic of Haiti, and its 1997 Prize for Peace Education was awarded to Mr François Giraud (France). The first Prize of Mayors for Peace in the Latin America and Caribbean region was awarded during the international congress 'Cities and Education for a Culture of Peace' (Rio de Janeiro, September 1996) to Ms Gloria Cuartas Montoya, Mayor of the City of Apartado, Colombia.

19. Gender-related factors that hamper or inspire development towards a culture of peace are being addressed by a series of initiatives of UNESCO in close co-operation with relevant United Nations and non-governmental organizations. Priority is given to advocacy and awareness-building and to supporting women's initiatives for peace, enhancing women's participation in democratic processes, notably in political and economic decision-making, mobilizing artists, and encouraging new expectations of men and egalitarian partnerships between women and men. An Expert Group Meeting on Male Roles and Masculinities in the Perspective of a Culture of Peace (Oslo, Norway, 1997) recommended that in the upbringing of boys, qualities such as emotional response, caring and communication skills should be given more importance so that young men can meet frustrations and life changes without resorting to violence.

20. A draft Declaration on the Human Right to Peace was examined by an International Consultation of Governmental Experts at UNESCO in March 1998 as requested by the General Conference of UNESCO at its 29th session. Conceiving peace as the aspiration of humankind, the Consultation recognized the essential link between peace and respect for human rights and a moral and ethical commitment to peace as a general principle to promote the cause of a culture of peace. The UNESCO Executive Board at its 154th session in April-May 1998 examined the results of this Consultation and welcomed the initiative of the Director-General of UNESCO 'as an important contribution to promoting the culture of peace'. It invited him 'to pursue reflection on this question, taking into account the results of the International Consultation and to report to the General Conference at its 30th session'. In April 1998, the Inter-Parliamentary Union, meeting in Windhoek, Namibia, unanimously supported the Human Right to Peace. In June 1998, the General Assembly of the Organization of American States also approved by unanimity the Human Right to Peace.

21. Publishers and editors of Latin American newspapers met at Puebla, Mexico, in May 1997, and resolved to promote peace and non-violence in their editorials and publications. They also decided to establish a network of journalists and journals for a culture of peace and a documentation centre in UNESCO's Panama Office. Meetings of media professionals for a culture of peace, similar to the one which took place at Puebla, are being planned for other regions of the world.

22. Parliamentarians are among UNESCO's major partners for promoting a culture of peace. The Inter-Parliamentary Union at its 99th Conference in Windhoek (Namibia) in April 1998 adopted a resolution on the prevention of conflicts and the restoration of peace and trust in countries emerging from war. The Director-General of UNESCO has addressed a letter to the Heads of Delegations participating in this Conference to encourage national parliaments to take part in the celebration of the International Year for the Culture of Peace.

23. Young people's involvement in building a culture of peace is part of the debate on universal values which has been the focus of regional meetings in preparation for the World Youth Forum in Braga, Portugal, August 1998. In addition, youth meetings sponsored by UNESCO in Central America, Europe and Africa have engaged in discussions on sports activities as a means to further tolerance and intercultural understanding. In Latin America and Africa, subregional programmes of youth NGOs sponsored by UNESCO involve marginalized youth and promote culture of peace values in youth policies.

24. In the framework of the implementation of the Follow-up Action Plan to the United Nations Year for Tolerance, the first two regional tolerance networks were established in the Mediterranean-Black Sea and the Asia-Pacific regions. The objective of these networks is to link UNESCO's National Commissions, educational institutions, NGOs and regional organizations in order to collaborate on concrete activities and exchanges ranging from the publication of 'Classics of Tolerance', to interreligious and intercultural dialogue and scholarships for young researchers. The UNESCO Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence was awarded on 16 November 1996, the International Day of Tolerance, to Pro-Femmes Twese Hamwe, a consortium of 32 women's non-governmental organizations in Rwanda.

25. As a global movement, culture of peace is also important for those serving in the military. Following up the Central American military forum for a culture of peace in 1996 in El Salvador and in 1998 in Guatemala City, UNESCO is assisting in the establishment of an armed forces library, and the creation of a culture of peace Chair to train officers in peace, human rights and democracy. Similar meetings were held by UNESCO in April 1996 with the armed forces of the seven West African countries of ANAD (Agreement on Non-Aggression and Assistance in Africa) and in June 1996 with the Institut des hautes études de défense nationale of France on the theme 'From Partial to Global Security'. A training manual on peace, human rights and democracy is being prepared by UNESCO for armed forces and police and security forces. In June 1998, the Director-General of UNESCO gave a lecture at the graduation of the course of 1997-1998 of the Cervantes Chair on Arms and Literature at the General Military Academy of Zaragoza, Spain.

26. A South-South programme in which demobilized soldiers train other demobilized soldiers as peace promoters is being supported by UNESCO and includes veterans from Nicaragua, Guatemala, Mozambique and Zimbabwe.

27. Following up the Declaration on the Role of Religions in the Promotion of a Culture of Peace (Barcelona, Spain, 1994), a dialogue between three monotheist religions to promote a culture of peace was held in Rabat, Morocco, in February 1998 under the auspices of the Director-General of UNESCO and His Majesty, the King of Morocco. The Barcelona Declaration, which has been widely disseminated, commits religious communities to resolve or transform conflicts without violence, and emphasizes education for peace, freedom and human rights, and religious education to promote openness and tolerance.

28. To encourage intercultural dialogue, a series of UNESCO-sponsored projects has focused on the routes that linked cultures and civilizations through history. The first of these

projects, the Integral Study of the Silk Roads, organized international expeditions and colloquia, produced studies, publications and films, launched international research programmes and institutes, and promoted cultural tourism in countries from the Pacific to the Mediterranean. More recent projects are built on its success: the Slave Route which studies the causes, modalities and consequences of the Atlantic slave trade in Africa, Europe, the Americas and the Caribbean; the project of Spiritual Convergence and Intercultural Dialogue linking the Arab world, Europe and sub-Saharan Africa; and the Iron Route based on the role of iron in traditional and modern African societies.

29. Recognizing poverty and lack of food sharing as a root of violent conflict, UNESCO is making an important contribution to the United Nations Secretary-General's initiative to eradicate poverty (ACC Statement of Commitment to Eradicate Poverty, May 1998). An important mechanism has been created in UNESCO for the co-ordination of Headquarters and field offices in this respect. An agreement has recently been established with UK-ODA on poverty eradication activities which includes a new approach on adult education that improves the quality of life, particularly of women, in rural areas.

C. Actions by UNESCO at regional and national levels

30. Reflecting the origins of the UNESCO Culture of Peace Programme, which was associated with United Nations efforts to resolve the proliferation of armed conflicts which followed the end of the Cold War, UNESCO assists its Member States to carry out national culture of peace programmes and initiatives which contribute to peace-building. In programmes such as those in El Salvador, Burundi, Mozambique and Somalia, UNESCO engages those previously in conflict to work together in the planning, execution and evaluation of human development projects, transforming conflict to co-operation. Increasingly, the actions at a national level are aimed at the prevention of violent conflict as well as post-conflict peace-building, and to that end, educational activities, both formal and non-formal, are emphasized.

31. In El Salvador, the community radio broadcast 'Buenos Tiempos Mujeres', providing information on women's rights and promoting consciousness-raising for poor women, was carried by 45 stations and integrated with a grass-roots educational campaign involving voluntary community peace promoters. The El Salvador initiative has been from the beginning a joint venture of UNESCO with both government ministries and organizations from a diverse spectrum of civil society. The increasing acceptance of a culture of peace in El Salvador is reflected in other initiatives, including annual festivals for culture of peace and a 'salon cultura de paz' in the Parliament of El Salvador. Many of these initiatives are linked to the rights of women, such as competitions of literature by young women writers, the establishment of a Salvadorian Institute for Women's Development and the presentation in the Parliament of a draft law against family violence.

32. In Latin America, a series of workshops with women leaders of non-governmental organizations was organized in 1996-1997 under the special project 'Women in the Service of Civil Peace'. At an Ibero-American meeting of Human Rights Ombudsmen held in 1996 in Antigua, Guatemala, participants signed a declaration committing themselves to promote justice and respect for human rights and established a network of Human Rights Ombudsmen for a culture of peace. The conflicts and experiences of mediation in Latin America were considered at a meeting in Barcelona, Spain, in May 1998, jointly organized by UNESCO, the University of Barcelona and the Ibero-American University of Mexico. In Guatemala, the peace agreements signed in 1996 include a special responsibility for UNESCO to provide support and continuity to the education systems developed by indigenous peoples during the years that they were uprooted and displaced.

33. In 1996-1997, UNESCO contributed to launching a programme on culture of peace in collaboration with the National Commission of Haiti. This programme has the objective to consolidate the democratic process through training and awareness-raising activities of the rural communities, local NGOs and UNESCO Clubs. Training has focused on techniques of conflict prevention and non-violent resolution of conflict. In addition, in 1998, a series of community radio programmes have been produced which address issues related to a culture of peace.

34. The DEMOS project, based upon experiences in five 'laboratories' in Latin America and the Caribbean, culminated in the Regional Summit for Political Development and Democratic Principles in Brazil (July 1997). Based on this, UNESCO submitted a document to the sixth Ibero-American Summit of Heads of State and Governments in Santiago, Chile (November 1997). The DEMOS project arose from the idea that prevention of violent conflict is the best way of establishing the security and stability that are essential to democracy. The project will encourage and support through the appropriate regional structures initiatives relating to governance and democracy in other regions, including southern Africa and eastern Europe.

35. The Culture of Peace Forum in Mali in March 1997 exemplifies co-operation between a country engaged in post-conflict peace-building, neighbouring countries, and the co-ordinated actions of the United Nations, involving the United Nations Department of Political Affairs, UNESCO and UNDP. The Forum drew upon the peace momentum of the 'Flame of Peace' ceremony at which the Government of Mali destroyed some 3,000 weapons voluntarily surrendered by the Tuareg rebels. It brought together some 200 high-level military and civilian officials from Mali and other neighbouring countries and was addressed by the Presidents of Mali and Côte d'Ivoire, as well as the Director-General of UNESCO. It adopted the Bamako Declaration in which participants deplored the proliferation of armed conflicts in Africa and expressed their conviction that it is only through a durable peace that Africa can address its challenges. Following recommendations of the Forum, a National Programme on Education for a Culture of Peace and Human Rights has been launched in 1998 with the support of UNESCO and UNDP.

36. Elsewhere in Africa, UNESCO has provided technical and financial assistance to the UNESCO National Commission of Côte d'Ivoire to organize a subregional meeting on 'conflict and culture of peace in Africa', and to create a subregional Chair at the University of Cocody for the culture of peace. In Mozambique, the culture of peace programme produces educational and training materials and works with a variety of partners in civil society to train peace promoters, ranging from journalists and human rights organizations, to returning refugees and organizations of demobilized soldiers. At the invitation of the President of Mozambique, UNESCO helped organize an international conference on the culture of peace and governance in September 1997, which adopted the 'Maputo Declaration'.

37. In Burundi, the UNESCO House of the Culture of Peace is carrying out activities, which engage all parts of society in peace education, training and promotion of democracy and human rights, as well as supporting the activities of local associations. The House works closely with a wide range of United Nations agencies, multilateral and bilateral donors. In neighbouring Rwanda, peace and human rights education is linked to assistance for the reintegration of returning children into the national school system.

38. UNESCO promotes peace process and national dialogue in Sudan in collaboration with UNDP. Two culture of peace symposia were organized in 1995 and 1996. As a follow-up, the Organization has provided technical guidance and backstopping for basic education. A third symposium in the frame of UNESCO's culture of peace programme is envisaged. Seen as

non-partisan, UNESCO's culture of peace initiative is an integral part of international efforts to support the Sudanese peace process.

39. Also in Africa, following a request of the Government and the United Nations Verification Mission in Angola (UNAVEM III), UNESCO has been assisting in the development of an education campaign for culture of peace and has supported the project 'the Angola Peace Song', written and performed by musicians from both sides of the conflict in that country. Seminars of youth associations for culture of peace have been held in Burkina Faso by Afrique Jeunesse with the support of UNESCO as well as on a regional level in Togo for the Pan-African Conference of Associations and Clubs of UNESCO. UNESCO's Programme for Emergency Educational Reconstruction (PEER) continues to provide education to Somali refugees and displaced populations in Somalia. Following the recommendations made by a series of UNESCO-sponsored symposia which have brought together Somali intellectuals from all sides of the conflict in that country (Sana'a, Yemen, April 1995; Addis Ababa, June 1996), a project of civic education using media has been initiated in 1997 with the support of UNDP.

40. UNESCO has been designated the lead agency for a component of the United Nations System-Wide Special Initiative on Africa, entitled 'Communications for Peace-Building'. Two international consultations were held (Paris, November 1996 and Addis Ababa, June 1997) to adopt a strategy and launch activities in six selected pilot countries, Angola, Burundi, Congo, Mali, Liberia and Ethiopia. Emphasis is being placed on the development of local capacity in media and communication, and provision of technical advisory services for the production of locally produced radio broadcasts. In order to strengthen independent media in Rwanda and Burundi, press houses have been established to provide technical and moral support to media professionals in the subregion.

41. A special project on Women and a Culture of Peace in Africa includes inter-agency women's peace missions to conflict areas in order to strengthen women's roles as peace-promoters and amplify local women's voices for peace. Case studies and information and training materials on women's 'best practices' in peace-building are being developed in a number of countries, including Burundi, Cameroon, Congo, Central African Republic, Namibia and the United Republic of Tanzania. UNESCO supported a meeting in Burundi in April 1998 on Women and a Culture of Peace that brought together women from different regions and perspectives who agreed to join their efforts for reconciliation and peace-building.

42. In the context of the national culture of peace programme of the Philippines, to which UNESCO has given assistance and as a follow-up to the historic peace agreement signed in September 1996 between the Government and the Moro National Liberation Front in Muslim Mindanao, the President of the Philippines has created a working group to develop a Centre for the Culture of Peace. Also, at the request of the President of Sri Lanka, UNESCO is supporting a programme including peace education and conflict resolution to promote a culture of peace at the community level in the northern part of the country.

43. The German Commission for UNESCO dedicated its 57th General Assembly (June 1997) to UNESCO's culture of peace programme. The resolution adopted by the Assembly expresses support to UNESCO in its efforts to strengthen its endeavour for a culture of peace through further development of its conceptual basis and through action-oriented programmes in states which are in transition or emerging from violent conflict. Support was expressed to efforts of 'Initiative of Civil Peace Service', especially training programmes. Actions were advocated to counter tendencies of marginalization or exclusion of immigrants by facilitating their economic, social and political integration and thus contributing to a culture of peace in Germany.

44. A co-operation agreement concerning education, culture and science was signed on 26 February 1998 between the Israeli Ministry of Foreign Affairs and the 'Ministry for Development and International Co-operation' of the Palestinian Authority. The agreement, drawn up under UNESCO's auspices, launched a process, known as Granada II, which is intended to contribute to building peace between Israelis and Palestinians. This follows the Granada I which began in July 1997 with a meeting of Israeli and Palestinian education, science and culture experts in Jerusalem and which was followed by technical meetings which identified some 15 co-operation projects.

45. In the former Yugoslavia, UNESCO has been the lead agency in the United Nations system for assistance to the independent media during the reconstruction period. The UNESCO SOS MEDIA programme includes a television programme bank which provides all Bosnian television stations with 300 hours of free quality programmes promoting a culture of peace, tolerance, mutual understanding and democracy. An antenna of the programme bank now supports local productions with funding and professional advice, based on the same principles.

46. Journalists from Greece and Turkey met at UNESCO in May 1998 to promote a culture of peace by contributing as professionals to the improvement of communication, mutual understanding, free and independent circulation of information between the two countries and to accurate coverage of events concerning Greek-Turkish relations. An International Conference on 'South-East Europe: A Crossroads of Cultures' was held at UNESCO, Paris (9-10 February 1998) at the initiative of UNESCO's Permanent Delegates from the region concerned and in co-operation with the International Association of South-East Studies (AIESEE) with a view to strengthening co-operation in the region.

47. Actions to promote a culture of peace in the Russian Federation were recommended by an International Conference 'From the stereotypes of war to the ideals of peace through culture and education' held in Moscow in December 1997 in the Ministry for Nationalities and the Federal Relations of the Russian Federation, and are being followed up by a network of co-operating educational and academic institutions for a culture of peace in the Russian Federation.

48. In partnership with the Council of Europe, the European Commission and other intergovernmental and non-governmental organizations, UNESCO has undertaken a comprehensive programme for the support of civic education in Central and Eastern Europe. The programme addresses the recommendations made by the 1995 Conference on Curriculum Development: Civic Education in Central and Eastern Europe organized by UNESCO in Vienna in October 1995 and a series of related conferences and workshops held since in Turkmenistan, Austria, Bulgaria, Estonia, Poland, Georgia, Russian Federation, Finland and Denmark. Activities include publication and dissemination of civic education textbooks and teachers manuals, teacher-training seminars, inter-school projects, and a weekly supplement on civic education for the widely read Russian *Teachers Newspaper*.

49. In Central and Eastern Europe and Central Asia activities for a culture of peace continue to be carried out in the framework of the International Forum for Solidarity against Intolerance, for a Dialogue of Cultures (Tbilisi, 1995). UNESCO is assisting in the creation of the Tbilisi International Centre for Dialogue between Cultures for Peace and Tolerance and the Central Asian Centre for Conflict Prevention (Kyrgyz Republic). Two issues have been prepared of a new quarterly magazine, *Education for Culture of Peace and Tolerance and Conflict Prevention in Central Asia*. The International Forum for a Culture of Peace and Dialogue of Civilizations against a Culture of War and Violence, Moldova (16-18 May, 1998), adopted a Declaration and a Programme of Action and expressed support for the

project on human right to peace being elaborated at the initiative of the Director-General of UNESCO. The responsibility of the media in encouraging dialogue and the peaceful resolution of conflicts was underlined.

D. Towards the future: Proposals for a programme of action from the United Nations and other international organizations

50. Because the draft programme of action requested by the United Nations General Assembly in resolution 52/13 is intended as an integral approach to promoting a culture of peace, including the prevention of violent conflict for the entire United Nations system and its Member States, the Director-General of UNESCO invited the Secretary-General of the United Nations and the heads of the other international agencies, including the United Nations Specialized Agencies, to contribute to its preparation. In response, many suggestions were received from them, as well as those coming from UNESCO, its Executive Board and directly from the Member States. These suggestions, which are reflected in the following section, form the basis of the programme of action presented at the beginning of this report.

51. The outline of proposals follows the basic principles of a culture of peace described in resolution 52/13: 'respect for human rights, democracy and tolerance, the promotion of development, education for peace, the free flow of information and the wider participation of women'. In addition, bearing in mind that the actions to promote international peace and security which are conceived in the Charter and developed in the practice of the United Nations are complementary to actions for a culture of peace, their co-ordination is considered in a separate section. Finally, consideration is given to proposals for the International Year for the Culture of Peace, 2000, during which time the programme of action may be launched.

(i) Actions to promote respect for human rights *[Inputs to this section were provided by the Office of the United Nations High Commissioner for Human Rights, the United Nations Conference on Trade and Development, the Council of Europe and UNESCO.]*

52. The elaboration and international acceptance of universal human rights, especially the Universal Declaration of Human Rights, has been one of the most important steps towards the transition from a culture of war and violence to a culture of peace and non-violence. It calls for a *transformation of values, attitudes and behaviours* from those which would benefit exclusively the clan, the tribe or the nation towards those which benefit the entire human family. Hence, the promotion of human rights at both individual and collective levels is at the heart of proposals for a programme of action.

53. *Human rights education,* not only as abstract knowledge, but through participatory practice, deserves high priority so that the basic principles of human rights, as expressed in the Universal Declaration of Human Rights, the Convention on the Rights of the Child and other normative instruments adopted by the United Nations, become part of the consciousness of every person. Renewed effort is needed for implementation of the actions recommended by the World Conference on Human Rights (Vienna, 1993) and the International Congress on Education for Human Rights and Democracy (Montreal, 1993) in the framework of the United Nations Decade for Human Rights Education (1995-2004). Priority should be given to the mid-term global evaluation of the United Nations Decade for Human Rights Education in the Year 2000, identifying remaining shortcomings and needs and recommending additional actions with a wide range of partnerships.

54. In particular, *national plans of action* for human rights education should be developed along the guidelines developed by the Decade for Human Rights Education, as well as

regional and local programmes. These should, *inter alia*, incorporate international human rights standards into national laws and policies and build or strengthen national institutions and organizations capable of protecting and promoting human rights and democracy under the rule of law. Training materials need to be developed and used among specific target groups, including prison officials, primary- and secondary-school teachers, judges and lawyers, national and local NGOs, journalists, human rights monitors, parliamentarians, agents of law enforcement and those in the military. The publication and dissemination of human rights information materials in the framework of the World Public Information Campaign for Human Rights should be expanded and reinforced. The goal should be achieved of global dissemination of the Universal Declaration of Human Rights in the maximum number of possible languages and forms appropriate for various levels of literacy and for the disabled. This may include publication and dissemination of popular and pedagogical versions of the Universal Declaration, and dissemination of its message via the mass media, including in forms, such as games and short messages by well known sports or art personalities, that are relevant for children and youth.

55. The *right to development* and its realization deserves special emphasis among the areas contemplated for further promotion of human rights in the context of actions for a culture of peace. The right to development should be considered as an integral part of fundamental human rights to be promoted and protected. In order that all may benefit, economic growth needs to be broad-based, people-centred and sustainable, founded upon democracy and transparent and accountable governance and administration in all sectors of society.

56. Further reflection should be undertaken on the *human right to peace* which was examined by the International Consultation of Government Experts on the Human Right to Peace at UNESCO in March 1998 and which will be considered by the UNESCO General Conference at its 30th session in 1999.

57. Support should be given to the *institution and networking of ombudsmen and commissioners for human rights and a culture of peace*. Experience of the Ibero-American network of ombudsmen have shown that they can play an important role in the protection, education, training and promotion of human rights, the strengthening of social justice and the development of a culture of peace. A similar role may be played by the Office of Commissioner for Human Rights recently proposed by the Council of Europe for the promotion of respect for human rights in the Member States.

(ii) Actions to develop education, training and research for peace and non-violence *[Inputs to this section were provided by the United Nations Department of Economic and Social Affairs, the United Nations University, the World Health Organization, the United Nations Population Fund, the International Commission on Education for the Twenty-first Century (UNESCO, 1996), the Second International Forum on the Culture of Peace (Manila, 1995) and UNESCO.]*

58. Education is the principal means of promoting a culture of peace. This includes not only formal education in schools, but also informal and non-formal education in the full range of social institutions, including the family and the media. The very concept of power needs to be transformed - from the logic of force and fear to the force of reason and love. Education should be expanded so that basic literacy [13] is joined by the 'second literacy' of 'learning to live together' [9]. A global effort of education and training, supported by the United Nations, should empower people at all levels with the peacemaking skills of dialogue, mediation, conflict transformation, consensus-building, co-operation and non-violent social change. This campaign should be based upon universal principles of human rights, democratic principles

and social justice, and at the same time, build upon the unique peacemaking traditions and experiences of each society. It should be linked with other campaigns already launched at regional and national levels, such as the initiative for education for democratic citizenship of the Council of Europe.

59. *Educational curricula* need to be revised according to the recommendations of the 1995 Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy, adopted by the International Conference on Education and the General Conference of UNESCO. Education for peace, human rights and democracy ought to be transmitted through the entire process of education, including through the democratic and participatory atmosphere and practices of educational institutions. It is important that textbooks be revised to eliminate negative stereotypes, and that the teaching of history be reformed to give as much emphasis to non-violent social change as to its military aspects, with special attention given to the contribution of women. The training of educators, including pre-service, in-service and retraining, should emphasize peace, human rights and democracy in terms of both content and educational practice. Solidarity, creativity, civic responsibility, gender sensitivity, the ability to resolve conflicts by non-violent means and critical skills should be learned through practice which involves the educational community in activities promoting a culture of peace.

60. Of special importance is the *equal access of women and girls* to quality education in an environment in which they are treated equally with men and boys and in which they are encouraged to achieve their full potential. This contributes to a culture of peace in many ways, including through the attainment of reproductive health and reproductive rights which contributes to population stabilization and the advancement of the social justice agenda.

61. *Educational institutions located in areas of significant inter-group conflicts* such as those in multicultural inner-city communities or war-torn societies deserve special support. Reinforcing existing educational initiatives, this can make available quality education while contributing to a culture of peace in the surrounding community through a participatory process of training in mediation and conflict resolution involving students, teachers, representatives of the educational institutions and communities involved. Participatory research and evaluation and the establishment of a network of such educational institutions are needed in order to produce a global impact.

62. Educational leadership needs to be provided by *institutions of higher education*, including but not limited to those which train teachers and other educators. The culture of peace needs to be reflected in curricula, scholarship programmes, university libraries and professional development. By linking to culture of peace activities at grass-roots level, on the one hand, and to other educational institutions throughout the world, universities can support the development of a global movement. UNESCO's Culture of Peace Chairs and UNITWIN university networks are already engaged in this process which is expected to be supported and expanded at the World Conference on Higher Education in 1998. The Chairs could be brought together at the United Nations University for a symposium on a culture of peace in 2000. The development of a new paradigm of teaching and research in the light of the culture of peace may also play a role in the renewal of the University of Peace (Costa Rica).

63. *Training in the skills for resolving disputes* through negotiation, mediation, arbitration, judicial process, peer mediation, tolerance-building, conflict resolution and other alternative dispute resolution technologies, including the full use of traditional methods and processes is a key to the development of a culture of peace and is therefore considered in some detail in the following sections of this Programme of Action.

64. *Local and regional training centres for conflict transformation* may be established within the framework of existing offices of the United Nations system throughout the world. They would provide training in conflict transformation and consensus-building which can enable local and national governments, non-governmental organizations and people's organizations to lead their communities in peace-building. These centres would be able to make available trained mediators on request of those locked into intra-group, trans-border and inter-ethnic disputes, misunderstandings and perceptions of injustice. They would be linked to and reinforce related intergovernmental, governmental and non-governmental programmes for conflict transformation which exist already, such as the network of Human Rights Ombudsmen in Latin America, the Mechanism for Conflict Resolution established by the Organization of African Unity, and United Nations Volunteers who serve as peace promoters in development programmes. In this regard, the United Nations University and its International Leadership Academy could play a leading role in training people for establishing and/or maintaining peace research centres in regions of conflict.

65. Objective *research and evaluation* of the practices and policies undertaken to prevent violence and promote a culture of peace are needed in order to develop and contribute to a growing body of knowledge on the conditions needed for their success. Research collaboration to this end is envisaged between the United Nations University and UNESCO, which may also involve the International Peace Research Association at its convention in the Year 2000, engaging younger scholars from around the world. The Plan of Action of the World Health Organization (WHO) for progress towards a science-based public health approach to violence is expected to make major research contributions and lead to far-reaching policy recommendations. For example, in Algeria, WHO jointly with UNESCO is contributing to the establishment of an international centre which will study contemporary forms of violence in that country and which will develop strategies to assist violence victims as well as contributing to peace-building in the context of the culture of peace. Other WHO research programmes are being established with collaborating centres in Colombia, South Africa, Canada, United States, Netherlands and Sweden, and systematic surveys of injury surveillance with a focus on intentional violence have been established in Africa and in the Eastern Mediterranean region.

(iii) Actions to implement sustainable human development for all *[This section is based on the Programme of Action of the World Summit for Social Development (Copenhagen, 1995) and the ACC Statement of Commitment for Action to Eradicate Poverty and enriched by inputs from the United Nations Development Programme, the United Nations Department of Economic and Social Affairs, the United Nations Department of Political Affairs, the Organisation for Economic Co-operation and Development, the Organization of American States, the United Nations Food and Agriculture Organization, the United Nations Industrial Development Organization, the International Maritime Organization, the World Bank and UNESCO.]*

66. It is increasingly recognized that in the long term, everyone gains from the implementation of *sustainable human development for all*. The poverty and exclusion of some increases the vulnerability of all. This represents a major change in the concept of economic growth which, in the past, could be considered as benefiting from military supremacy and structural violence and achieved at the expense of the vanquished and the weak. As declared by the World Summit for Social Development (Copenhagen, 1995), social development, social justice and the eradication of poverty are indispensable for the achievement and maintenance of peace and security within and among our nations. In turn, these cannot be attained in the absence of peace and security or in the absence of respect for all human rights and fundamental freedoms [14]. As stated in the proposals of the United Nations

Development Programme (UNDP), people-centred development is both a precondition for peace and the consequence of peace.

67. As the conditions of poverty often provide the breeding ground for conflict, the *eradication of poverty* is a key to the prevention of violent conflict. Action is needed at the international level to ensure that policies and programmes will advance the attainment of agreed development goals that are sustainable and aimed at meeting basic needs and eradicating absolute poverty. As indicated by UNDP, these actions include: creating an enabling environment for people-centred development through anti-poverty strategies and action plans; empowering people for self-reliance; enhancing household food security; improving access to basic infrastructure and social services; promoting job creation and sustainable livelihoods through sustainable livelihood strategies and capacity-development for micro-entrepreneurship; ensuring equitable access to credit and productive assets; expanding social protection for vulnerable people and developing capacity to address the socio-economic impacts of HIV/AIDS.

68. Special consideration should be given to the *reduction of sharp economic inequalities* among nations and peoples so as to avoid potential sources of violent conflict. This requires, *inter alia*, the promotion of broad-based and equitable growth, strengthening the capacities of least developed countries to participate in the globalized economy, and improving urban management to make cities and towns engines of economic and social growth.

69. As stated in the Programme of Action of the Copenhagen Summit, *development aid should involve the full participation of all affected social groups* in the design, implementation and evaluation of each project [15]. To accomplish this, development projects must involve not only government agencies, but also civil society in an extensive participatory process. In considering how development can contribute to conflict prevention and peace-building, OECD has noted that 'the absence of an effective dialogue process between state and sub-state actors is a difficult issue for states and donor agencies to address, yet it is perhaps the central issue for effective preventive engagement. Regional and local non-governmental and community-based organizations, including women's peace groups, can offer promising opportunities in this regard'.

70. In situations of post-conflict peace-building, development efforts should be carried out under a political mandate specifically to prevent the eruption or resumption of violent conflict. This may be accomplished by involving those who have been in conflict in the collective planning, implementation and evaluation of the development process. Experience with this approach of 'cross-conflict participation' in UNESCO's national culture of peace programmes and other participatory development processes of the United Nations system, such as those of UNFPA, WHO and UNDP, has been positive. The decentralization of programmes offers local and marginalized groups a 'voice' in resolving grievances at an early stage before they can grow into major conflicts. It has been shown that while it may take longer to implement development projects when conflicting parties are involved, the resulting commitment of all parties to the development process produces an 'ownership' which increases the sustainability of the results achieved. To facilitate this process, it is useful to train staff in development projects as peace promoters who arbitrate, mediate and facilitate the full participation of those in conflict and those who have previously been excluded.

71. In general, it is necessary to integrate a sensitivity to *conflict into the vision of development.* This may be accomplished by (a) placing greater emphasis on the sources of conflict and tension through social assessments; (b) incorporating an approach to development, through engagement with civil society, that emphasizes participatory approaches to social capital and that achieves a more stable social environment; (c) increasing

the focus on governance and provisions of accountability and transparency and providing the predominant legal framework for dispute resolution; and (d) expanding the bonds of trust and confidence among potential warring factions through a frank exploration of the costs of violence and how it undermines the routine functions of socio-economic activity.

72. In particular, the development paradigm should encompass a *conflict management dimension*, in the same way that it has come to encompass human development, gender concerns, poverty alleviation and ecological issues, thus integrating a sensitivity to conflict into the vision of development. This requires (a) analysing national development strategies to evaluate their implications on potential conflict; (b) performing risk analyses on all project formulation and monitoring concerning their effects on conflict potential; (c) including in all development projects specific dispute resolution elements which provide both individual and community capacity-building; (d) developing institutional capacities for dispute resolution in the development process; and (e) training United Nations and other staff who are engaged in the development process to develop their conflict awareness/management skills.

73. Special efforts are necessary to *ensure that no one is excluded* from the development process. Poverty cannot be eradicated without transparent and accountable government at all levels which empowers the poor and involves them actively in poverty reduction strategies. At the same time, the poor must have access to well-functioning institutions, such as those in the political and judicial systems which safeguard their rights and meet their basic needs. For example, in the development strategy of the Organization of American States, measures are taken to record titles of rural and urban property, grant easy access to credit and technical support for micro-enterprises, protect the basic rights of workers, and ensure the elimination of all forms of discrimination against women, indigenous communities, ethnic and racial minorities and other vulnerable groups. While actions such as these are most often considered in their technical aspects, they may also have a cumulative effect on attitudes which in the past have tolerated or accepted poverty as 'inevitable'.

74. The eradication of poverty requires actions promoting *gender equality and the empowerment of women*. Among the poor, women and children contribute significantly to food production and household income, yet are often the main victims of poverty. In order to succeed, poverty eradication strategies must address gender issues by examining the differential impact of policies and programmes on men and women as well as on adults and children. They must empower women and ensure their access to income earning opportunities, including in rural areas and the informal sector, as well as ensure universal access to basic social services.

75. *Environmental sustainability* as well as social sustainability of development is essential for prevention of violent conflict. Action must be taken to preserve and regenerate the natural resource base. As pointed out by the United Nations Food and Agriculture Organization, a lack of food security associated with unfavourable climatic conditions or agricultural production crises can be a major cause of armed conflicts. Similarly, conflicts may be caused by lack of secure access to water. Therefore, support should be given to national capacity-building programmes for sustainable water-sector development, national forestry and biodiversity programmes, national energy strategies and atmospheric protection and the management of drylands. Attention must be paid to other aspects of sustainability in development as well, for example, the sustainability of industrial development, which, as pointed out by the United Nations Industrial Development Organization, is a key component of economic development, and the maintenance of safer shipping and cleaner oceans, which is the priority of the International Maritime Organization.

76. There is a two-way *interaction between food security and peace*. Not only is food security necessary for peace, but at the same time, as stated by the World Food Summit (1996), the establishment of a peaceful enabling environment is a key for the achievement of food security. The Plan of Action of the World Food Summit therefore promotes the full range of actions needed to promote a culture of peace, including:

- development of conflict prevention mechanisms, settling disputes by peaceful means, as well as by promoting tolerance, non-violence and respect for diversity;
- development of policy-making, legislative and implementation processes that are democratic, transparent, participatory, empowering, responsive to changing circumstances and most conducive to achieving sustainable food security for all;
- promotion and strengthening of well-functioning legal and judicial systems to protect the rights of all;
- recognition and support of indigenous people and their communities in their pursuit of economic and social development, with full respect for their identity, traditions, forms of social organization and cultural values;
- support for gender equality and empowerment of women, including implementation of the commitments made at the Fourth World Conference on Women, Beijing, 1995.

(iv) Actions to foster democratic participation *[Inputs to this section were provided by the United Nations Department of Economic and Social Affairs, the United Nations Department of Political Affairs, the United Nations Development Programme, the Council of Europe, the Commonwealth, the Organisation for European Co-operation and Development, the Organization of American States and UNESCO.]*

77. The fostering of *democratic participation and governance* is essential for the development of a culture of peace and non-violence. This is the only way to replace the authoritarian structures of power which were created by and which have, in the past, sustained the culture of war and violence. As emphasized by the United Nations Department of Political Affairs, promoting a democratic culture strengthens a culture of peace, because they are intimately related - in fact the different sides of the same coin. And, as stated by the Copenhagen Declaration on Social Development, '... democracy and transparent and accountable governance and administration in all sectors of society are indispensable foundations for the realization of social and people-centred sustainable development [which, with social justice] are indispensable for the achievement and maintenance of peace and security within and among our nations' [16].

78. Actions to promote a *culture of democracy* should be reinforced, including such core activities as mobilizing civil society and assisting the free formation of political parties; providing electoral assistance, promoting free and independent media; building a peaceful political culture through human rights observance and monitoring; improving accountability, transparency and quality of public sector management and democratic structure of government; as well as enhancing the rule of law. In addition to strengthening the governing institutions of the parliament, the judiciary and electoral bodies, support must be given to decentralization and strengthening of local governance and enhancing the participation of civil society organizations.

79. *Education for democratic citizenship* should be a major component of curricula at all levels of education systems as well as in the family, the media, and all others engaged in informal and non-formal education. In the Action Plan adopted by the Heads of State and Government of the Council of Europe (October, 1997), a priority is given to education for democratic citizenship which promotes citizens' awareness of their rights and responsibilities in a democratic society. Actions under this Plan are due to begin in the Year 2000 and will be linked to the International Year for the Culture of Peace.

80. Development assistance should give priority to the *establishment and strengthening of institutions and processes which stimulate and sustain the democratic process* within the state and civil society, including representative, responsive and fair political institutions. This must include attention to transparency, accountability and accessibility of institutions to all members of society, including minorities, the marginalized and the vulnerable. Support should be given to ensure vigorous community consultation and participation in the formulation, implementation and evaluation of public policy, and the provision of affordable, effective and accessible services to all affected communities on an equal basis.

81. As the capacity for dispute resolution is a key factor in democratic governance over the long term, *training and capacity-building in dispute resolution for public officials* should be an important component of development assistance. The focus should be on strengthening local capacities and supporting indigenous mechanisms of dispute resolution which contribute to democratic participation. Development interventions in support of dialogue and negotiation must avoid seeking to impose externally generated solutions, but rather they should provide the space within which parties to a conflict may themselves explore solutions and work together to build peace and democratic, efficient governance.

82. *Electoral assistance*, going beyond technical assistance provided to states for preparation and observation of elections, should be oriented to the development of endogenous capacity for the entire democratic process. Electoral participation is important, but even more important is the everyday participation of all citizens in political decision-making. Thus, for example, the programmes of the Commonwealth not only enhance the credibility of electoral processes through election observation missions, but they also provide technical assistance in institution-building in critical areas of good governance. It is always essential to take into account traditional institutions and the dynamics of participation of societies in the process of democratization as it has been shown that attempts to impose foreign models of democracy have not been successful.

83. Democracy is vulnerable to many forms of corruption. Therefore, it is important, as pointed out by the OAS, that actions by the international community to foster democratic participation should include vigorous *defence against corruption, terrorism and the traffic in illicit drugs*. This may include the exchange of experience contributing to standards that regulate and ensure transparency in the monetary contributions to political campaigns to prevent contributions from organized crime and illicit drug trafficking.

84. While there is no universal model of democracy, there are principles of democracy and governance which should be fully respected. The United Nations system should strive to promote governance by democratic principles and non-authoritarian structure and decision-making. The major objectives of reform should include a 'culture of management' in which dialogue, participation and consensus-building take precedence over hierarchical authority; conflict transformation and co-operation over institutionalized competition; power-sharing by women and men over male domination, and sharing of information over secrecy. By emphasizing the lifelong learning of skills in cross-cultural communication, negotiation, organizational learning and transformational leadership, new educational initiatives such as

the United Nations Staff College can infuse the values, attitudes and behaviours of a culture of peace into management practice at every level of the system.

85. A systematic programme of research needs to be undertaken on the experiences of *national truth and reconciliation commissions* which have been established following armed conflicts, often in the context of national peace accords. Drawing lessons from these and other institutional initiatives which treat social justice as a means to reconciliation, new initiatives and institutions may be developed.

(v) Actions to ensure equality between women and men *[This section is based on the Platform for Action of the Fourth World Conference on Women and enriched by inputs from the United Nations Development Fund for Women (UNIFEM), the United Nations Population Fund, the United Nations Development Programme, the Commonwealth and UNESCO.]*

86. As recognized by the Fourth World Conference on Women (Beijing, 1995), there is an inextricable linkage of peace with *equality between women and men* [17]. Only this linkage of equality, development and peace can replace the historical inequality between men and women that has always characterized the culture of war and violence. As pointed out at the Conference, it is necessary to promote women's political and economic empowerment and equal representation at every level of decision-making so that women's experience, talents, visions and potential can make their full contribution to a culture of peace. This analysis is becoming generally accepted in the world today; for example, the Commonwealth states in its proposals for this programme of action that, historically, women themselves have always been anti-war and against violence in view of their roles as mothers and wives, and in times of conflict, women and children have always been the victims. To lay down the foundations for an enduring and sustainable culture of peace, the Commonwealth promotes the full integration of women at all levels of the decision-making processes including the political arena, peace-building and resolution and prevention of conflicts.

87. The implementation of the *Platform for Action of the Fourth World Conference on Women* should receive adequate resources and political will. Of particular importance for a culture of peace are the proposed actions concerning: equal access to education; research on causes, consequences and prevention of violence against women; reduction of military expenditures and armaments; promotion of non-violent conflict resolution; participation in power structures and decision-making; mainstreaming of a gender perspective in all policy and planning activities; protection of human rights and elimination of discrimination; and participation and access of women to expression and decision-making in and through the media. Of key importance is the elaboration and implementation of *national action plans* based on the Beijing Platform for Action as well as the Convention on the Elimination of all Forms of Discrimination Against Women.

88. As stated in the Beijing Platform for Action, the '*full participation of women* in decision-making, conflict prevention and resolution and other peace initiatives is necessary for the realization of lasting peace' [18]. This requires support to women's initiatives for peace; training for women as peace promoters; increased participation of women in preventive diplomacy, peacekeeping and peace-building; and specific programmes to meet the needs of women affected by armed conflict. Further, concrete measures need be taken to promote parity between women and men in economic and political decision-making and to support women already in strategic positions, with a view to building a critical mass of women leaders, executives and managers in decision-making. This is essential to help overcome the present under-utilization of women's experience, competence and visions.

89. A global campaign is needed to raise awareness and educate communities on the need to *end violence against women*, both in the domestic context and during armed conflicts. Additional action is needed both for the support of victims, and for the prevention of violence through the transformation of values, attitudes and behaviours of men. Support should be given to indigenous trauma counselling activities, initiatives by women to promote community-level reconciliation, organized support networks and hotlines and concomitant reforms in the justice system.

90. It is important that actions in the framework of this programme be supported by *research and training* to address gender-related factors that obstruct or support the development of a culture of peace. Research should identify mechanisms for developing the strategies and techniques for conflict resolution employed by women within the family and home-setting, to higher levels of political decision-making fora. Emphasis needs to be placed on the socialization of boys and men in order to avoid their use of dominance, force, aggressiveness and violence and enhance their emotional, caring and communicative capacity. Progress towards the elimination of rigid and stereotyped gender roles will make possible parity and partnership that unlock the full potential of women and men to deal creatively and constructively with conflicts and the sharing of power.

91. In order to ensure a *balanced and non-stereotyped portrayal of women*, the relevant actions proposed by the Beijing Plan of Action need to be implemented, including women's full and equal participation in management, programming, education, training and research in the media. Substantial support ought to be given to the establishment and maintenance of women's media networks. Also, curricula, teaching materials and textbooks need to be developed and adopted which improve the self-image, lives and work opportunities of girls.

(vi) Actions to support participatory communication and the free flow and sharing of information and knowledge *[This section was drawn from the reports of the World Commission on Culture and Development (UNESCO, 1995) and the United Nations Conference on Environment and Development (1992), as well as inputs from the Universal Postal Union, the Organization of American States and UNESCO.]*

92. *Freedom of opinion, expression and information*, recognized as an integral aspect of human rights and fundamental freedoms [19], is a vital factor in the strengthening of peace and international understanding. It is needed to replace the secrecy and manipulation of information which characterize the culture of war. In this regard, the media can be a powerful partner for the construction of a culture of peace. Its technological advances and pervasive growth have made it possible for every person to take part in the making of history, enabling for the first time a truly global movement for a culture of peace. At the same time, however, the media is sometimes misused to create and disseminate enemy images, violence and even genocide against other ethnic and national groups, and to portray and glorify violence in many forms. Also secrecy is on the increase, justified in terms of 'national security' and 'economic competitiveness', whereas in fact more transparency is needed in governance and economic decision-making. Therefore, actions are proposed in support of this aim which realize the positive potential of the media to provide essential information and to promote, via participatory communication, the values, attitudes and behaviours of a culture of peace.

93. The new communications strategy of the United Nations, as well as such regional and national efforts as the Communication for Peace-Building Programme of the Special Initiative for Africa, should be at the heart of a strategy of *education for a culture of peace and non-violence*. This should provide a forum for the exchange of ideas, emphasizing two-way communication and participation. People everywhere should be able to learn about what is being done to promote a culture of peace, both locally and globally. Films, video games and

radio and television programmes which illustrate and promote the basic values, attitudes and behaviours of a culture of peace should be recognized and encouraged.

94. Recent world conferences of the United Nations have emphasized the *potential contribution of mass communications to development, democracy, human rights, the role of youth and the advancement of women.* A systematic process of research, consultation and decision-making is needed to determine how the United Nations, Member States and other institutions can take advantage of the rapid technological advances and proliferation of communication systems in order to realize this potential through the active participation of people, both in terms of access to information and access to the means of expression. More open, two-way mass communication systems are required to enable communities to express their needs and participate in decisions that concern the development process, thus strengthening the democratic process. The agenda could consider the international communications space (airwaves, satellites, etc.) as a global commons to be regulated and used in the public interest, including the potential for international public media.

95. Support to *independent media* can ensure that people everywhere have access to free, pluralistic and independent sources of information. This is especially important in situations of violent conflict where independent media can counteract xenophobic propaganda and enemy images, as in the former Yugoslavia where precedent was set in 1994 when the United Nations Inter-Agency Appeal for the first time included 'assistance to independent media'. In the context of the UNESCO SOS MEDIA programme assisting independent media in conflict areas since 1993, along with organizations of media professionals and the International Programme for the Development of Communication, the professionalism and pluralism of independent media need to be strengthened with further technical assistance and training.

96. *Freedom of the press* needs to be vigorously defended against all threats, including but not limited to government restrictions and censorship. The freedom and physical safety of journalists and other media workers requires special recognition and defence as it often involves challenging the secrecy which hides corruption, violence and illegality. It is necessary to go beyond documentation of these attacks (more than 1,000 attacks against journalists and press organizations registered in 1996 by the International Freedom of Expression and Exchange Network) and ensure the development of an environment in which press freedom can be exercised without fear. This can be facilitated by vigorous implementation of the decision of the General Conference of UNESCO at its 29th session to combat the impunity of crimes against journalists and the media and other initiatives such as the recently created Special Rapporteur for Freedom of Expression of the Organization of American States.

97. *Freedom of communication* must be defended in all of its aspects. The example set by the Universal Postal Union, which continues to uphold the principle of freedom of transit and inviolability of correspondence throughout the world, including regions torn by violence and armed conflict, should be emulated by those responsible for every system of communication.

98. It is vital to promote *transparency* in governance and economic decision-making and to look into the proliferation of secrecy justified in terms of 'national security', 'financial security', and 'economic competitiveness'. The question is to what extent this secrecy is compatible with the access to information necessary for democratic practice and social justice and whether, in some cases, instead of contributing to long-term security, it may conceal information about processes (ecological, financial, military, etc.) which are a potential threat to everyone and which need therefore to be addressed collectively.

99. The pervasive *portrayal of violence* in the media is one of the factors producing a feeling of pessimism and an attitude among many young people that violence is more effective than active non-violence. Further study is needed of this problem, as well as exchange and dissemination of research results, including information and evaluation of existing self-regulation by the media. Support ought to be given to media space for young people to express themselves and establish useful dialogue with others in their society, as well as to the development, exchange and commercial distribution of alternative, positive media productions.

100. As recognized by Agenda 21 from the 1992 United Nations Conference on Environment and Development, the *sharing of scientific and technical information* is crucial for global progress towards sustainable development, upon which a culture of peace must be based if it is to be secure [20]. On the basis of the recommendations of Agenda 21 and its follow-up, a major new effort needs to be launched, using the most recent advances in communication technology, to make available the channels of information exchange used by scientists and technical professionals to their colleagues in all regions of the world, including provision and maintenance of necessary technical equipment and training.

(vii) Actions to advance understanding, tolerance and solidarity among all peoples and cultures *[This section was drawn from the report of the World Commission on Culture and Development (UNESCO, 1995) and the Declaration and Follow-up Plan of Action of the International Year for Tolerance (1995), as well as inputs from the United Nations High Commissioner for Refugees, the United Nations University, the United Nations Volunteers, the International Organization for Migration, the Organization of American States and UNESCO.]*

101. There has never been a war without an 'enemy', and to abolish war, we must transcend and supersede enemy images with *understanding, tolerance and solidarity* among all peoples and cultures. Only by celebrating the tapestry of our diversity, the common threads of human aspiration and social solidarity that bind us together, and by ensuring justice and security for everyone who makes up the warp and woof of the cloth, can we truly affirm that we are weaving a culture of peace. Therefore, a renewed commitment is needed to the actions proposed by the Declaration of Principles on Tolerance (Paris, 1995) and other actions which promote 'intellectual and moral solidarity' which, as declared by the UNESCO Constitution, is the only secure basis for peace.

102. Implementation of the *follow-up Plan of Action for the United Nations Year for Tolerance* (1995) deserves a high priority, including actions by the agencies of the United Nations system and the further development of inter-agency co-operation for their implementation. Special events, publications and broadcasts are to be encouraged for the mobilization of pubic opinion in favour of tolerance, including a special effort each year on 16 November, the International Day for Tolerance.

103. *Traditional practices* which contribute to peace should be studied, supported and included as an essential component of all peace-building and development activities at the grass-roots level to ensure that these are thoroughly integrated within the cultural context.

104. Those working in *culture and the arts* can be among the most effective peace promoters. Since creativity is the source and the motor of development and the guarantor of cultural diversity, it is important to encourage and support artists and craftspeople to contribute fully to the development of a culture of peace. In the implementation of the World Heritage Convention, each cultural heritage site should be preserved and presented in a way that celebrates the diversity of the world heritage based on the variety of cultures it brings

together. In this regard, the World Commission on Culture and Development (UNESCO, 1995) has recommended that support be given to the training and deployment of cultural heritage volunteers. These volunteers, including United Nations Volunteers, may serve as peace promoters by reinforcing intercultural understanding and co-operation in the process of preserving threatened cultural forms such as monuments, documents, languages and artistic expression. The establishment, documentation and dissemination of this experience could be a joint contribution by UNESCO and United Nations Volunteers to a culture of peace.

105. Upon reviewing the experience of the first half of the *International Decade for Indigenous Peoples*, new targets may be set for the final years of the Decade. These targets may include practical projects and activities to promote greater information exchange among the indigenous peoples enabling them to participate more actively in the fora of the international community. For example, indigenous peoples should have access in their own languages to the texts of peace accords and legal instruments concerning their human rights. Consideration may be given to the possible adoption of a Declaration on the Rights of Indigenous Peoples. It is important, as indicated by the Organization of American States, to promote greater participation by indigenous communities through better access to education, health services and occupational training.

106. Of special importance is the fostering of *tolerance and solidarity with refugees and displaced persons*. As pointed out by the International Organization for Migration (IOM), there is often a direct link between migratory movements and conflicts. On the one hand, migration flows can provoke hostility, restlessness and violence in the receiving countries. On the other hand, migration is often the consequence of violent conflicts that result in large numbers of refugees and displaced persons. Actions directed by IOM and the United Nations High Commissioner for Refugees, among others, are exemplary, as refugees and other war-affected populations, including demobilized soldiers, are supported and assisted wherever possible to return home in safety and dignity, to rebuild their lives and to contribute to the consolidation of peace, through a process which promotes dialogue and reconciliation, encourages freedom of movement and the strengthening of civil society.

107. Global understanding and solidarity may be expanded through the *dedicated use of new technologies*. For example, the project pursued by the Institute of Advanced Studies of the United Nations University foresees universal network language (an electronic language that enables communication between different native languages) and the creation of 'virtual universities' in the twenty-first century. It is important that such technological opportunities be fully utilized to promote increased understanding and co-operation among all peoples.

(viii) Co-ordination with actions for international peace and security *[Inputs to this section were provided by the United Nations Department of Political Affairs, the United Nations Department for Disarmament Affairs, the United Nations Department of Economic and Social Affairs, the United Nations Institute for Disarmament Research, the United Nations High Commissioner for Refugees, the United Nations Development Fund for Women (UNIFEM) and UNESCO.]*

108. *Actions to promote international peace and security* as conceived in the Charter and developed in the practice of the United Nations are synergistic and mutually reinforcing to actions for a culture of peace. International peace, in the sense of the absence of war and the presence of security between nations, is a necessary condition for the establishment of a culture of peace. At the same time, however, only the establishment of a culture of peace can provide an effective basis for the prevention of war and violence and the ensuring of long-term security. Therefore, proposals for the programme of action also consider how the actions

to promote international peace and security, such as peace diplomacy, peacekeeping, disarmament and military conversion, can be co-ordinated with actions for a culture of peace.

109. Timely application of *preventive diplomacy* has been recognized by the General Assembly as the most desirable and efficient means for easing tensions before they result in violent conflict. At the level of the United Nations, this includes fact-finding missions, visits by special envoys to sensitive regions, the exercise of the Secretary-General's good offices and the establishment of 'Groups of Friends of the Secretary-General' in different regions composed of a few closely interested Member States. Along with early warning measures, these should be integrated into a preventive peace-building strategy with a clear political mandate that is linked to all actions for a culture of peace.

110. A culture of peace is intimately linked with *disarmament*. Reducing levels of armaments and eliminating the most destructive and destabilizing weaponry is a crucial contribution to alleviating mistrust and tensions, to encouraging the emergence of effective collective security, and therefore, to fostering a culture of peace. The efforts towards disarmament carried out by the United Nations system, its Member States, intergovernmental organizations and regional organizations are contributions to the creation of a culture of peace because they reject violence, endeavour to prevent conflicts, foster dialogue and negotiation and assist in creating an ambience of security in which social and economic development can flourish.

111. Although weapons themselves do not cause violence, their uncontrolled availability can worsen the severity and duration of violent conflict. It is *small arms and light weapons* (those that can be carried by just one or two people) which kill the largest number of people in the world. The successful campaign against anti-personnel land-mines, which culminated in the 1997 Ottawa Convention has been an expression of these concerns. Therefore, in addition to the nuclear, biological, chemical and conventional dimension of disarmament, actions should be strengthened to control the huge flows of legal and illegal light weapons and ammunition. In this regard, the elaboration and universal adoption of a code of conduct on the exportation of small arms and light weapons should be a high priority.

112. By helping to convert military facilities into civilian production and reallocate military budgets to civilian purposes, the activities for *military conversion*, such as those of the Department of Economic and Social Affairs and other United Nations and intergovernmental entities, represent concrete and significant steps towards promoting peace and transforming the culture of war and violence into a culture of peace and non-violence.

113. Participation in the processes of disarmament and military conversion by civil society, particularly in non-governmental organizations and research sectors, should be encouraged in order to ensure transparency, democratization and participation in decision-making and policy formulation. Disarmament information programmes such as those of the Department of Disarmament Affairs foster a culture of peace by educating and encouraging the participation of all segments of societies in the development of national security policies based on the values enshrined in the United Nations Charter.

114. *Training* for a culture of peace should be integrated with all actions for international peace and security. Of special priority is the systematic provision of training in the understanding, preventing and resolving techniques of dealing with conflict situations to the staff of the United Nations, regional organizations and Member States, including those in key positions of responsibility for peacemaking and preventive diplomacy. Programmes of this type, such as that of the United Nations Institute for Training and Research, need to be expanded and made available on a wide basis.

115. *Negotiated peace settlements* should include agreed measures to establish more participatory political, economic and social systems in which all sectors of the population have a voice. In particular, future peace accords may be integrated with the development of a culture of peace by including national culture of peace programmes in which the conflicting parties agree to work together in the design, implementation and evaluation of development projects.

116. Advocacy measures aimed at increasing the numbers of *women* engaged in peace-building activities and fact-finding missions for preventive diplomacy are a vital aspect of the activities for peace supported by the United Nations. A database of women political activists skilled in negotiation, mediation and conflict resolution practices, should be established and widely disseminated so that their expertise can be fully utilized in international mediation efforts.

(ix) The International Year for the Culture of Peace *[This section is based on ECOSOC document E/1998/52 submitted by UNESCO. Input has also been provided by United Nations Volunteers.]*

117. The International Year for the Culture of Peace, 2000, proclaimed by General Assembly resolution 52/15, can serve as the launching period for the programme of action proposed in the present document. The main *objectives* of the International Year, as indicated by ECOSOC resolution 1997/47, are consistent with those of the present programme of action: to strengthen respect for cultural diversity and to promote tolerance, solidarity, co-operation, dialogue and reconciliation, based on activities at the national and international levels.

118. At the local and national level, the International Year may serve to stimulate and launch *national action plans* and develop the various *partnerships* needed for the activities of the International Year. In this regard, it is anticipated that in addition to national committees for the Year, as foreseen for all International Years by ECOSOC resolution 1980/67, there may be established an extensive network of committees and commissions in all regions and at all levels, including by parliaments, local communities and non-governmental organizations. This process of the 'institutionalization' of a culture of peace can serve to engage those who wish to volunteer their energy and enthusiasm to help build a culture of peace in the new millennium.

119. The International Year affords the opportunity to make national and regional actions broad-based, providing a special opportunity to promote *reconciliation and national unity* and to prevent violent conflicts. UNESCO is in the process of consulting its Member States, since their support and collaboration in planning and in executing activities will be highly valuable.

120. At the regional and international level, the Year will underline the priorities of peace, development and democracy and the *central role of the United Nations system* in promoting a culture of peace. Given the high importance UNESCO attaches to these major objectives, the Organization is planning a number of activities with a millennium vision. The Millennium Assembly and associated Millennium Forum of Non-Governmental Organizations planned by the United Nations for the fifty-fifth session of the General Assembly in the Year 2000 could be associated closely with the programme of activities for the International Year.

121. The celebration of *cultural diversity* will be a major focus of activities to be undertaken in the framework of the International Year. In this regard, the Director-General of UNESCO and the Secretary-General of the United Nations, in consultation with Member States, may designate a number of sites in different regions as symbolic and intercultural sites to serve as venues for major events that diffuse the message of the culture of peace. A 'cultural diversity

week' may be designated during which time special events are organized to engage people and develop their consciousness of cultural diversity as a richness rather than a liability. Further, UNESCO will undertake to study the theme of 'recognition of all humanity as one in spirit' as a contribution to the International Year.

122. *Mobilizing public opinion* to promote a culture of peace is an essential activity of the International Year. A summary in everyday words of this declaration and programme of action should be disseminated widely, especially to youth, in national languages and in various formats, through both print and electronic media, along with suggestions on how they can volunteer to join with the United Nations system, Member States and non-governmental organizations in realizing its objectives.

123. *A global system of communication and information exchange* may be established linking all of the partners and their work and emphasizing the involvement of young people. To be effective, this system should be a permanent, decentralized network in many languages, taking full advantage of up-to-date interactive communication technology, including the Internet. In addition to providing an exchange of information about activities undertaken to promote a culture of peace, it can serve as a source of information about organizations and institutions where one can volunteer to undertake such activities, and about media productions which reflect and promote the values of a culture of peace.

124. The International Year for the Culture of Peace, 2000, precedes the *International Year of Volunteers, 2001*, and in this regard, given the importance of volunteer work for a culture of peace, UNESCO and the United Nations Volunteers may explore practical ways to ensure full synergy between the celebration and activities undertaken during the two years.

125. *The Year 2000 has a landmark significance*, coming at the end of one millennium and heralding the beginning of a new one. It may be seen by people as a historic moment around which they can mobilize for fundamental change. This is a unique opportunity to engage people in a common endeavour to effect the transition from the values, attitudes and behaviours of the past, which often led to war, violence and social injustice, to those values, attitudes and behaviours which can make possible a future characterized by a culture of peace. As stated by ECOSOC in proposing the proclamation of the Year 2000 as the International Year for the Culture of Peace, this provides 'the opportunity to boost the efforts of the international community towards establishing and promoting an everlasting culture of peace'.

NOTES

1. The following United Nations entities and international organizations contributed suggestions to the Declaration and Programme of Action: the Commonwealth, the Council of Europe, the International Maritime Organization, the International Organization for Migration, the Office of the United Nations High Commissioner for Human Rights, the Organisation for Economic Co-operation and Development, the Organization of American States, the United Nations Conference on Trade and Development, the United Nations Department for Disarmament Affairs, the United Nations Department of Economic and Social Affairs, the United Nations Department of Political Affairs, the United Nations Development Fund for Women (UNIFEM), the United Nations Development Programme, the United Nations Food and Agriculture Organization, the United Nations High Commissioner for Refugees, the United Nations Industrial Development Organization, the United Nations Institute for Disarmament Research, the United Nations Population Fund, the United Nations University, the United Nations Volunteers, the Universal Postal Union, the World Bank and the World Health Organization.

2. Preamble of the Charter of the United Nations.

3. *Records of the 28th session of the General Conference of the United Nations Educational, Scientific and Cultural Organization* (1995), Vol. 1, resolution 0.12, Medium-Term Strategy for 1996-2001.

4. Resolution of the United Nations General Assembly A/RES/52/13, adopted on 20 November 1997.

5. The Seville Statement on Violence, UNESCO, 1991.

6. Resolution of the United Nations General Assembly A/RES/52/15, Proclamation of the year 2000 as the International Year for the Culture of Peace, adopted on 20 November 1997, recalling Economic and Social Council resolution 1997/47 of 22 July 1997.

7. Preamble of the Constitution of the United Nations Educational, Scientific and Cultural Organization.

8. United Nations: The Convention on the Prevention and Punishment of the Crime of Genocide (1948); the International Convention on the Elimination of All Forms of Racial Discrimination (1965); the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples (1965); the International Covenant on Economic, Social and Cultural Rights (1966); the International Covenant on Civil and Political Rights (1966); the Convention on the Elimination of All Forms of Discrimination against Women (1979); the Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief (1981); the Declaration on the Right to Development (1986); the Convention on the Rights of the Child (1989); the Declaration on the Rights of Persons belonging to National or Ethnic, Religious and Linguistic Minorities (1992); Agenda 21 adopted by the United Nations Conference on Environment and Development (Rio de Janeiro, 1992); the Vienna Declaration and Programme of Action of the World Conference on Human Rights (1993); the Copenhagen Declaration and Programme of Action of the World Summit for Social Development (1995); the Beijing Declaration and Platform for Action of the Fourth World Conference on Women (1995); and the World Programme of Action for Youth to the Year 2000 and Beyond of the Vienna World Youth Forum

(1996). UNESCO: The Convention against Discrimination in Education (1960); the Declaration of the Principles of International Cultural Co-operation (1966); the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974); the Declaration on Race and Racial Prejudice (1978); the Declaration of the 44th Session of the International Conference on Education (1994) and the Integrated Framework of Action on Education for Peace, Human Rights and Democracy endorsed and approved by the 28th session of the General Conference of UNESCO, 28 C/Resolution 5.41 (1995); the Declaration of Principles on Tolerance (1995); and the Declaration on the Responsibilities of the Present Generations Towards Future Generations (1997).

9. *Learning: The Treasure Within*, report submitted to UNESCO by the International Commission on Education for the Twenty-first Century (UNESCO, 1996).

10. *Our Creative Diversity*, report submitted to UNESCO by the World Commission on Culture and Development (UNESCO, 1995).

11. Report of the Fourth World Conference on Women (Beijing, 1995), Platform for Action, Strategic Objective E.4 (A/CONF.177/20, 17 October 1995).

12. *Records of the 28th session of the General Conference of the United Nations Educational, Scientific and Cultural Organization* (1995), Vol. 1, resolution 5.15, Women's contribution to a culture of peace.

13. The World Declaration on Education for All (Jomtien, 1990), UNESCO, 1990.

14. The Copenhagen Declaration, World Summit for Social Development, Article 5.

15. The Copenhagen Programme of Action, World Summit for Social Development, paragraph 82.

16. The Copenhagen Declaration, op. cit., Articles 4 and 5.

17. Report of the Fourth World Conference on Women (Beijing, 4-15 September 1995), Annex II, Platform for Action, paragraph 131.

18. Report of the Fourth World Conference on Women, op. cit. (para. 134).

19. Universal Declaration of Human Rights, Article 19.

20. Report of the United Nations Conference on Environment and Development (Rio de Janeiro, 3-14 June 1992), Annex II, Agenda 21, paragraphs 35.20-35.25.

APPENDIX 1

UNESCO publications on a culture of peace

*Les abolitions de l'esclavage 1793, 1794, 1848 de L.F. Sonthonax à V. Schoelcher. Actes du colloque international tenu à l'Université de Paris VIII du 3 au 5 février 1994. Collection: Mémoire des peuples. La Route de l'Esclave (Presses Universitaires de Vincennes et UNESCO, 1995, F). ISBN: 92-3-203167-1.

*L'Afrique entre l'Europe et l'Amérique. Le rôle de l'Afrique dans la rencontre de deux mondes (1492-1992), Elikia M'Bokolo. Collections: Mémoire des peuples. La Route de l'Esclave (UNESCO, 1995, F). ISBN: 92-3-203149-3.

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*The City: A User's Guide. Compilation of innovative practices, 1996-1997. UNESCO Cities for Peace Prize (UNESCO, 1998, E, F, S).

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*Culture of Peace and Democracy. A Culture of Peace. A handbook (UNESCO/International Institute for a Culture of Peace and Democracy, Moscow, 1997, E, R).

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*From Partial Insecurity to Global Security. Proceedings, International Symposium: In the Context of the UNESCO Project Towards a Culture of Peace. UNESCO Headquarters, 12-14 June 1996 (CAB/97/WS/1) (UNESCO, November 1997, E, F).

*Género, educación y desarrollo. P. Ruiz (UNESCO-OREALC, 1992, S).

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Note: The above publications are in English, unless otherwise indicated.

APPENDIX 2

Declarations on a culture of peace

Decision on the Culture of Peace, adopted by the Assembly of Heads of State and Government of the Organization of African Unity, Ouagadougou, Burkina-Faso, 8-10 June 1998.

The Kishinev Declaration and Programme of Action in Support of the Transition from a Culture of War and Violence to a Culture of Peace and Dialogue adopted by the International Forum for a Culture of Peace and Dialogue of Civilizations, Against a Culture of War and Violence, Kishinev, Republic of Moldova, 18 May 1998.

Final Communiqué of the meeting 'Building the Future: Towards a Culture of Peace, Greece-Turkey-Turkey-Greece', UNESCO, Paris, 12-13 May 1998.

Declaration of the Central American Military Second Forum for the Culture of Peace, adopted at Guatemala City, 17 April 1998.

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Declaration on 'The Dialogue among the Three Monotheistic Religions: Towards a Culture of Peace', Rabat, Morocco, February 1998.

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